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ABSTRACT

This final report describes accomplishments and activities of a federally funded project to meet the leadership support needs of parents of children with disabilities serving on statewide interagency coordinating councils. The project was based on a leadership support model based on input from parent leaders in 25 states which focuses on the following key areas: reciprocal (cultural/ethnic) outreach; the notion of leadership and how it applies to a constituent representative; strategies for understanding complex organizational systems; gathering data; recognition of one's own approach to conflict management; and using personal experiences to amplify policy issues. The project also developed a process for conceptualizing and designing leadership training on the state and local levels. The project provided intensive leadership support to 79 representatives from 14 states through the following activities: (1) three national Leadership Institutes; (2) technical assistance to states participating in the Institutes; and (3) ongoing technical assistance to all states engaged in leadership development activities including a national newsletter, a series of topical teleconference calls, a resource database, an Internet-based listserv, and a project Web site. An attached table summarizes project activities in the 14 states. (DB)

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National Interagency Coordinating Council Parent Leadership Support Project
Final Report
Grant # H324R990005

Project Director
Richard Robinson

Monitoring Begin: 5/01/99
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Grant Performance Report
Grant #H324R99005
National ICC Parent Leadership Support Project
April 1, 2001 to September 30, 2002

Executive Summary:

(The following report focuses on activities of the National ICC Parent Leadership Support Project under Goals I and II during Year 3 of the Project, and covers the period between April 1, 2001and September 30, 2002. References to outcomes for the three years of the Project are also noted. Page numbers listed after each goal and objective refer to related pages in the approved application.)

The National Interagency Coordinating Council Parent Leadership Support Project is designed to meet the leadership support needs of parents serving on statewide interagency coordinating councils (ICCs). In keeping with the federal mandate and recommended practices for parent involvement, states continue to seek out parents of young children to serve as leaders on state, regional, or local policy councils or in other related leadership capacities. As state councils become more successful in recruiting parents of young children, and as the issues with which they wrestle become increasingly complex, the need for a well-defined leadership support program for parents becomes vital. Such leadership support programs must be grounded in key principles of leadership training and support and must develop new leadership capacities within states.

The Federation for Children with Special Needs has developed a leadership support model with input from parent leaders in 25 states across the country. Based on a series of national training institutes and participatory inventories of needs and issues for parent leaders, the model focuses on key areas, including what the Project refers to as reciprocal (cultural/ethnic) outreach; the notion of leadership and how it applies to a constituent representative; strategies for understanding complex organizational systems; gathering data; recognition of one's own approach to conflict management and using personal experiences to amplify policy issues. In addition, the Project developed a process for conceptualizing and designing leadership training on the state and local levels. Addressing the urgent need for skilled parent leaders actively engaged in collaborative policy in such positions, the Project uses a proven model of parent leadership support and leadership development in three key areas:

1. A national Leadership Institute designed to provide participants with a replicable model of leadership support and training;
2. Technical assistance to states participating in the Institutes to support their respective leadership events;
3. Ongoing technical assistance to all states engaged in leadership development activities, including a national newsletter, a series of topical teleconference calls, a resource database, an internet-based listserv, and resources and linkages through a Project web site, www.iccparent.org.

Throughout the course of the Project, intensive leadership support was provided to representatives from fourteen interested states, in the form of leadership training aimed at skill

building and knowledge development. Three leadership institutes provided experiential instruction, which was both broad-based and content-specific. The Project also provided support to statewide ICC representatives through an accessible compendium of local, state, and national resources related to organizational and leadership issues; parent leadership on state ICCs; peer leadership networks; and topical conference calls on content issues. These support activities complement the leadership training institutes but extend the Project's reach to ICC parents and professionals throughout the country.

- Seventy-nine ICC members from 14 states are better able to meet the training needs of parents serving on their ICCs and are better able to recruit and retain parent leaders from the field;
- State teams from 14 states have fostered a stronger and more diverse parent voice that will have a more effective impact on policy development related to services for young children and their families;
- State ICCs have accelerated the rate of parent participation in leadership roles and have developed strategies and programs to replicate the activities of the Institute with other potential parent leaders in their states.

PROJECT SUMMARY

This Project met its goals and objectives in a competent manner. Due to changes in key personnel, the Project initially experienced some delays but was able to make up for lost time satisfactorily. With renewed and enthusiastic staffing, the Project was able to meet the targets set in the original proposal. As previously reported, the former Project director Glenn Gabbard left the Federation for Children with Special Needs on August 30, 2000. Discussions were held with the Project Officer about how to continue many of the activities and simultaneously search for a new director. The Project Officer and the Federation reached an agreement that the tentatively scheduled Parent Leadership Institutes (under Goal I) would be postponed, yet the ICC parent support activities (under Goal II) via the newsletter, web site, listserv, and resource database would continue. Efforts to hire a suitable director proved challenging due to the difficulty of identifying and recruiting candidates with the necessary experience. In December 2001, a qualified member of the Federation staff offered to join the Project, while continuing her other agency obligations. Some time was spent working out a plan to share the tasks and duties with the executive director of the agency and a co-director model was ultimately developed for the Project. In January 2001, Richard Robison, Executive Director of the Federation, and Barbara Popper, who works on several maternal and child health projects at the Federation as well as the NECTAS project, assumed co-directorship of the ICC Project. This change of key personnel was submitted to OSEP for approval in January 2001 and approval was received in March.

Goal I: Develop leadership capacity of parents participating in ICCs. (pp. 20-3)

Objectives 1.1-1.2

Conduct a National Parent Leadership Institute for five state teams each year. Assist Institute teams in replicating the leadership support model within their states or jurisdictions.

The National ICC Parent Leadership Support Project Model

Under the National ICC Parent Leadership Support Project model, primary importance is placed on equipping parents to work in effective collaboration with professionals, both in health and education, and to serve as advisors at the program and policy levels concerning the implementation of federal requirements for Part C programs. The federal ICC model requires that one-third of the membership consist of parent representatives. This requirement necessitates the ongoing recruitment, training, and retention of family members with the ability to attend meetings and participate effectively by the state Part C programs. While the effectiveness of the councils may vary from state to state, no other such mechanism exists to bring all agencies with authority and funding to one table. The family leaders who have come through the Early Intervention Part C program are integral to the development of high-quality, family-friendly services since they understand how IDEA can help their children. The training model seeks to build upon these natural interests and commitments.

The National ICC Parent Leadership Support Project model combines staff experience and skills used in other parts of our society to benefit the work of parent leaders. While in business organizations it is considered essential to practice good communication skills, learn skills to lead and participate in meetings, and recognize when conflict needs to be diffused, these skills are not often put into the context of parent-educator relationships unless it is the teachers or administrators who receive training to use in dealing with parents. Our consultant, Kathleen Osta, worked for years with both nonprofit groups and corporations around issues of communication and planning. She used those scenarios to help broaden the perspective of the Institute teams, which comprised parents and state professionals. We also utilized a consultant, Cassie Johnston—the Family Voices regional coordinator for Region X—who used True Colors©, a form of Meiers-Briggs testing, to offer an approach to knowing ourselves better and thinking about others with whom we interact. In this half-day workshop, participants gain insights which they have then brought to bear in their work as a state team as well as in their own personal situations (e.g., marriage, family, employment). The training Institutes also focus on conflict resolution and reciprocal (i.e., cultural) outreach. Roberto Chene, a consultant from New Mexico, has a background working with minority groups, business organizations, and more recently with Family Voices to help the organization incorporate the concerns of the diverse population of parents whose children have special health care needs.

The intent of Goal I was to provide a national leadership institute that would provide specific leadership development to five state teams (each comprising no more than six members), and to provide these teams with a model of training and technical assistance that they could replicate in some form within their own communities.

States made an additional commitment to carry out a parent leadership activity or event within nine months of the Institute. Team members came with the expectation that they would take home an action plan to replicate their training back home. The plan was developed at the Institute knowing that their state agreed to support their activity. Descriptions of the state replications are in a grid format entitled "Summary of Activities" in the Appendices attachment.

In January 2001, the co-directors began an intensive effort to establish a spring 2001 ICC Parent Leadership Institute. Since then, two additional Institutes have been held, one in October 2001 and the other in May 2002. By the time of the Part C Meeting in February 2001, potential faculty

had been contacted, dates and a site determined, and contacts made with states that had previously indicated an interest in participating in 2000. After the first Institute, states were informed of the second Institute, and many were interested in signing up. The third Institute was quickly filled by states that either were unable to commit earlier, had heard positive comments about the previous two Institutes, or recognized the announcement as an opportunity to build the capacity of their ICC.

For each of the three Institutes the faculty members were the same (also listed in the model above):

1. Cassie Johnston served as faculty and also participated with her state as a team member at the May 2001 Institute. After her involvement in the earlier project's Parent Leadership Institute, her state team put their plan into action and carried out a parent leadership training within their state. It has continued on an annual basis.
2. Kathleen Osta served as a facilitator and trainer at the previous Institutes and provided some continuity to the Project. Evaluations from earlier Institutes cite her involvement as essential to the success of the meeting.
3. Roberto Chene, a third faculty member, brought to the Institutes expertise in helping groups with conflict resolution and in "reciprocal outreach." He has worked successfully with Family Voices and with the Washington State parent team in this role. His involvement helped to ensure that all state team planning shared a focus on including the diverse viewpoints of the populations served by each state's ICC and Early Intervention program. Cultural outreach was stressed not as an add-on to these Institutes, but as a clear focus.

The process for enlisting states for each Institute included using the National ICC Parent Support Leadership Project newsletter, ***Leadership Notes***, to announce that the Project was planning the next Leadership Institute. Email announcements also went to each state Part C coordinator and ICC Chair. States expressed interest and followed up with us, withdrawing only if parents were not available or if funding was an issue. The second and third Institutes attracted state interest easily, due primarily to the selected locations—sites that were usually determined after the first two or three states signed up. The plans and expectations for the Institutes were outlined and sent to both the state ICC chairperson and the Part C coordinator with a request for written commitments by a date chosen to allow time for planning.

It was necessary to assess whether we could carry out the fall 2001 Institute given fears and travel concerns after the events of September 11, 2001. Florida had withdrawn but we were able to carry out the Institute with four states in October 2001 in Framingham, Massachusetts. We took time at the Institute to explore some of the feelings we all had about uncertainty, difficulties planning ahead, and the importance of the relationships we had with each other doing ICC work. In fact, New York's participation as one of the state teams had a direct impact on the solidarity felt by all members.

The third Institute was held in Park City, Utah in May 2002 with five states, mostly from the western United States. Alaska, the furthest state that participated, was grateful to not have to travel further than Utah for a training Institute.

Conference calls have been held regularly with faculty to organize the Institute content, schedule each training, assess the impact of each meeting, and plan future Institutes based on how we have learned to integrate our various styles and to address the diverse needs of the attending members.

Each team came with a wide range of experience as parents and leaders. Before each Institute the teams had told us about themselves as a team and as individuals by completing individual and team questionnaires. The team members met to complete joint survey questions either in person or via conference calls. Scheduling occurred with each state for a state team call with the co-directors prior to the Institute. The faculty utilized the survey responses to prioritize, modify and schedule suggested curriculum elements. The proposed agenda was adjusted before (and during) each Institute to allow time to examine and perhaps incorporate suggestions from participants for further refinement of the training schedule and content. Faculty met every evening during the Institutes to evaluate daily progress and make any needed adjustment in the rest of the Institute. Participants made comments in their evaluations about their appreciation of the efforts made by faculty to be flexible and responsive to their needs.

State Activities Following the Institute

Each state team developed an Action Plan with a stated goal or mission to accomplish upon its return home after the Institute. The grid (Appendices, "Summary of State Activities") indicates those statements and the date of the state's participation. As with all expectations, the ideas for replicating the Institute in some way within six to eight months have come up against the realities of state budgets, parent turnover, and changing state priorities. State activities have included retreats, training days, training materials development, outreach strategies, and other means to replicate the training suited to their state population. We have heard from two participating states who now wish to consider sending new teams, as there has been significant turnover on their ICC, resulting in a loss of the parent leaders who had been trained. While the state activities have involved new parents and helped develop stronger partnerships in some states, the discussions following the Institute in other states helped clarify additional issues to be addressed by the ICCs that would help the team achieve its goal of stronger family participation.

Evaluations

The evaluation forms filled out by participants showed how the Institute was addressing the needs of the participants for (1) skill building, (2) networking and sharing with parents on a peer level, and (3) team building and strategizing with parents from their states around developing their action plans. The faculty worked with the group on conflict resolution, cultural diversity, communication skills, learning styles (using the True Colors materials), and defining the role of parent leaders. Unsigned evaluation forms returned to the Project allowed both negative and positive features to be honestly expressed. While all participants had high and low points to describe, they were clear about having met their own goals as well as the intended outcomes for the meeting.

Parents have indicated in Institute evaluations that they felt invigorated, supported, educated, and "linked" to others on their team as well as from other states by the end of the three days. This valuable input will be utilized in a follow-up project in developing Institutes across the country

for parents and professionals to enhance their mutual learning and cooperative ventures. Evaluation data was used in planning the subsequent meetings, and participants' responses indicated that the Institute activities made a difference in how valuable they found their ICC experience. (The first Institute was held in a hotel that was substandard and did not meet our requirements as contracted. This had a direct impact on the ability of participants to fully absorb the content of the meeting). Summaries of each Institute's evaluation forms are in the Appendices.

A few comments made by Institute participants are worth noting here:

- One parent wrote: "All in all, I think we did a really fabulous job not only replicating but creating a very important and replicable training that touched on hot topics here in New York! ...We are now very actively working with our nine local teams on supporting them in their action plans, and tracking the effectiveness of this product."
- Another parent wrote: "The Leadership Institute really energized our team and gave us the tools to move forward and begin to think about the best way to implement our ideas back home."
- A state professional team member wrote: "I keep thinking of many good things that came from the time the Alaska team spent in Utah. Here's yet another example: a presentation during which the team proposed Effective Practices in Collaboration Between Parents, Child Care Providers and EI Providers/Special Educators at the Anchorage AEYC Early Childhood Conference in January 2003."

"OVERALL QUALITY OF THE MEETING" Rating (with "1" indicating a poor rating and "5" indicating a rating of excellent)

I. May 2001:	1=0	2=2	3=4	4=9	5=4
II. October 2001:	1=0	2=0	3=0	4=8	5= 9
III. May 2002:	1=0	2=0	3=0	4=3	5=19

Goal 2: Provide Leadership Linkage and Resources to Parent Leaders, ICCs, and Lead Agencies across the Country.

Objective 2.1

Maintain a resource database (Activity 2.1.2. Catalog materials).
An organized system of requesting, archiving, and posting for public perusal of relevant documents has been accomplished. (p. 23)

Progress: Early in the Project, a request for resources was mailed out to ICC parent leaders nationwide. After the first 150 resources were archived, efforts were continued to add to the database, which the Project Coordinator continues to maintain. Currently there are 340 resources contained within the electronic archives. She has compiled resources from internet sites, as well as resources existing in and received by the Federation projects. Sample entries from the resource database are in the Appendix.

The Federation for Children with Special Needs has been working on its agency-wide database during this Project. Questions remain about whether the unique needs of the ICC parents can be met if the database template designed for this Project is integrated into the overall Federation resource database. The co-directors will review the issues and make a decision as to how to utilize the resources through the web site of the new ICC Project and the Federation's own site.

Objective 2.1.1

Conduct an annual survey of state ICCs/local ICCs/FICC (p.23)

An earlier survey of ICC parents was mailed out and posted on the Project web site. The queries were designed to discover the methods for recruiting families, reimbursement policies, and leadership interests. The 40 responses have proven valuable, but other approaches are needed to survey the wide variety of patterns in ICCs across the country.

The **Family Voices** MCHB-funded survey of state Title V MCH and CSHCN Directors has been completed and some of its questions have been instructive. While permission was obtained to share some of the questions, the project directors required that our Project wait until their results were completed so as not to confuse state agencies with similar surveys. They have now completed surveys of both state Title V maternal and child health programs, and programs for children with special health care needs. The results (which will be released early in 2003) show that families are being included in these programs as advisors, committee members, staff members and consultants. Our new Project will now survey the Part C programs and look for similar policies as well as inconsistent ones.

One of the Project co-directors has written previously about supporting ICC parents' participation in Part C and ICCs ("Enhancing Family Roles in EI Programs," Early Childhood Bulletin, November 1997). She is also an author of **Families in Program and Policy: Report of a 1992 Survey of Family Participation in Title V Programs for Children with Special Health Care Needs** under a SPRANS grant (Wells, N., Anderson, B, Popper, B. 1993). The *National Parent Leadership Development Project for ICCs* survey will provide a fuller picture of how families across the country are being recruited and utilized in states. Questions included ask about payment of costs for participation, opportunities for training, number of parents hired by programs for their expertise as parents, and feedback to families on the value of their involvement. These come up every year at the DOE Part C meeting and on listservs by parents as relevant to how their role is regarded by their agencies.

Objective 2.2.

Conduct up to five topical conference calls per year

Topics for parent leader calls were identified and conducted during the summer of 2001. Many of the calls involved leaders not actively participating on the listserv. In 2002 the change of the Federation's involvement with NECTAC and the efforts to effect a changeover of the listserv to the Federation's server (which involved technical research and adjustments) made it impractical to conduct a similar series this year. Other methods of communication have been used, such as emails to past Institute participants, and staff attendance at the Part C meetings and most FICC meetings to be current with parent concerns.

Objective 2.3

Create a Peer Leadership network to create linkage among ICC parents and between ICC parents and other parent/professional leaders for support and consultation. (p. 25)

Recruitment forms for the Leader-to-Leader Network carried out in the previous period resulted in registration of 20 Leaders. We continued to publicize the registration forms that are on the Project web site through the Newsletter and topical conference calls. The Institute registration packet contained forms for the participant parents to submit.

In addition the Project has developed a database of contact information pertaining primarily to individuals who serve or have served on ICCs—parents, chairs, members, and parent representatives. This database, not shared beyond the agency, currently contains 1,550 individual records. Plans are being considered for utilizing this database in the new Project as a way to network all members of the ICC community, as requested by the families attending the Part C meetings and previous Institutes. Collaboration of the FICC parent members with this Project may help to fulfill the stated requests of parents for development of a national network of ICC parents. While some are interested in the issues around reimbursement for their activities, others are seeking greater linkage to other parent leaders.

Activity 2.3.2 (p. 26): The Project collaborated with the former NECTAS project in co-moderating the ICC Parent Leadership Listserv until the summer of 2002. Currently the list of 72 members who had subscribed to the list is being reestablished since we are no longer supported by the new NECTAC project. It is anticipated that the number of new enrollments will increase through our new Project, and publicity stating that the listserv is now a component of the Federation for Children with Special Needs has already been distributed to selected individuals on our contacts database. For instance, all Institute participants have been invited to join the listserv and to use it for their ongoing linkage to the Project. New information about the ways to join the listserv will be included in future editions of the Project newsletter and on the web site.

Objective 2.4:

Provide access to clearinghouse, other project resources, and other resources. (p. 27)

Activity 2.4.1 (p. 27) The Project's toll-free number (800.493.2338) continues to operate. Callers seeking information related to council work, Institute registration, or conference calls can continue to use the number on an ongoing basis. The toll free number will be publicized in the newsletter of the new Project.

Activity 2.4.2 (p.27) The Project web site (www.iccparent.org) has been active and is frequently used. The site directly links users to other key organizations, including the Federation for Children with Special Needs, and provides users with information about the key components of the National ICC Parent Leadership Support Project. Since April 2000, the site has received an average of eight visits per day to the current average of 31 per day. Web pages are included in the Appendix.

Activity 2.4.3 Publish a newsletter (6 per year). Included in the attached **Newsletters folder** are copies of the issues of ***Leadership Notes*** from this Project period, including Spanish translations. The Project under the new directors published its first newsletter in January 2001. Included in that issue was information relevant to parents about the upcoming Part C meeting in Washington, DC. The June 2001 issue focused on follow-up to the ideas collected at the February parent meeting at the OSEP Part C meeting on developing an active network of family leaders. Suggestions were made to make use of our Project database of 1,550 ICC members and our web site. All issues of the newsletter contained resources, meeting announcements, and other topics relevant to ICC families. While the pace of the Project was accelerated to conduct all three Institutes in a shortened period, the schedule of newsletter production was cut back.

BUDGET INFORMATION

Current Status: The annual budget for the Project was $150,000. Project expenditures occurred on schedule and within budget. Personnel were named in 2001 and have remained the same. Travel expenditures varied by Institute location. Consultant lines were used to support the faculty of the Institutes. The Project budget was adequate to meet the needs of the Project and has been fully expended as of the close of the Project year and its extension allowing the new Project to begin without a gap.

National ICC Parent Leadership Support Project
Summary of Follow-up Activities, 14 States participated in 3 Institutes from May '01- May '02

States/Number of Participants & Dates	Action Plan	Outcomes/State Activities
Alaska 7 participants May 2002	*In September, 2002 we will have a parent leadership team or other event *By November 2002 we will have 2 tiers of plans *We will pilot a parent empowerment panel for our entire state of Alaska's Governor Council with a focused conversation *We will work collaboratively with our PTI to plan & implement the Alaska state plan which will be a 2 year plan *Get a parent to be on the Early Intervention Committee *A presentation will be presented to the Anchorage AEYC Early Childhood Conference in January 2003- Effective Practices in Collaboration Between Parents, Child Care, Providers & Early Intervention	* Leadership event held in September * Developed a database of resources for parents *The team has proposed, submitted and been accepted for a workshop: "Effective Practices in Collaboration Between Parents, Child Care Providers, and Early Intervention Providers/Special Educators" at the Anchorage AEYC Early Childhood Conference in January 2003.
Arizona had 5 participants May 2002	*Assist one Native American in applying for ICC membership (Start with FLC, recruit family & staff from 7 tribal programs that receive funds from Part C) *Create mentorship program-partner with Raising Special Kids *Provide in-service for Program Coordinators to enlist their support in implementing this plan *Schedule FLC meetings for times & locations that result in maximum (100%) parent ICC member participation *Provide orientation to FLC on this plan & encourage buy-in	*Working with Raising Special Kids and Family Leadership Committee, *Revitalized the Family Leadership Committee, meet evening before ICC meeting, *Hold Family Conversations breakfast before ICC meeting for parents to address agenda issue *Will hold Family Focus group January 6, 2003 to get input on possible changes to service delivery model, *Held an inservice to local program coordinators on the Parent Leadership Institute to get word to the local parents.
Connecticut Had 4 participants October 2001	*Disseminate brochures to all B-3 & related programs such as: Title V, Pre-school special ed., FRC's (family residential centers) through planned discussion to establish linkages *Develop clear system to take referrals for new families *Develop a comprehensive family leadership training	*Conference "Together We Will: Use Knowledge to promote young children's health, well-being and development" sponsored by the Connecticut Birth to Three System & Connecticut SDE Bureau of Early Childhood Education & Social Services SERC on May 3, 2002 at the Danbury Sheraton Hotel. Barbara Popper represented the Project and

		presented a workshop on"Supporting Parent Leadership."
Georgia had 6 participants May 2001	*Increase diverse family involvement statewide in the Early Intervention system & the Special Education system. *Plan on having a seamless system where families would be able to access resources with ease as their children need them. *To get the healthcare system equipped with knowledge to refer families to Early Intervention or other specialists *Make sure all parents are well represented at all levels *The community as a whole becomes aware of early intervention & resources for families *To adopt core groups & others as a sub-committee to the council *Recruit other diverse parents for the committee, 8-10 members by August 30, 2001 *Finalize mission statement for the outreach committee	*The key person left the program and the state is currently proposing to the SICC that they approve Parent leadership training activities. (Oct. '02) In November they asked this project if they would be eligible to send a second team to the 2003 training.
Idaho had 6 participants May 2002	*Simplify parent stipend process by adopting CMH policy; Letter to Ken (Bureau Chief) *Orient new parent ICC appointees & provide ongoing mentoring *Reunite parent members through RITC *Utilize resources to recruit: regional letters to invite parents, hold listening groups-conversations with families	*Several team members have joined and reinvigorated the Legislative Advocacy committee which will hold a training on legislative advocacy. *A spring meeting for parents is being planned and will be held jointly with Family Voices of Idaho.
Maine, Had 2 participants, May 2001	Active Well Supported Statewide Parent Network • Collaborate with other state agencies for training & support • Build & strengthen parent advocacy • Support regional parent groups with ongoing training/resources • Website for parent network • Bring in out of state trainers • Education for parents & providers • 16 Regional parent groups • 2 trained parents per group • ICC Reps at parent meetings • Team players, knowledge, resources	*The state team leader reports she has found little support from the state for the activities developed. New efforts will be made by the project to work with the team members and the state Part C coordinator to address what areas of the action plan can be developed given state constraints.

	• Agent orange-2 parent trainings • Geography, time, transportation, childcare	
Massachusetts Had 6 participants May 2001	*Create a family mentoring program within the EI system *Collaborate with EI programs	*Planning a one day retreat with support from this project *Met to develop surveys *Developed a parent & a provider survey on mentoring *A meeting was held January, 2002 during ICC, *A Five Step Approach to State Team Planning was written, *Developed agenda & minutes of February 6, 2002 of ICC & a membership committee meeting *A parent survey & a provider survey were given to participants in their follow-up meeting, *Developing a state-wide mentoring program for parents & families, a regional focus group will be held for families & providers
Michigan had 6 participants October 2001	*Outline curriculum * Form advisory board * Bring the community health on board, * Present to ICC * Set first team meeting, schedule a series of meetings to review & develop, brainstorm sites, final selection of sites	*A curriculum (Early On 101) was developed, *A curriculum advisory committee to review & comment on the curriculum developed parent training materials, *Developed 2 workshops with a 3rd one in the final stages, *Workshops were offered with minimal attendance *An evaluation & assessment were developed
Nevada 6 participants May 2002	*Plan/implement leadership training event/orientation for new parents, *Invite leaders of family/parent organizations to share goal, *Advocate for those on waiting list, *Create a listserv for EI parents	*An EI Parent leadership strategic planning meeting was held on August 14, 2002 at 3 videoconference sites *Discussed specific dates for 2 training meetings-Nov. 2 in Reno & Jan. 11, 2003 in Las Vegas, *A curriculum was developed *A work plan was developed "Families First! Orientation & training." The goal is to offer training to new families

		entering the Early Intervention system
New York had 7 participants October 2001	*Have a Leadership Development Conference by November 14, 2001 to present a proposal for a Skills Development Event * Have a Family Leadership Institute event in Spring 2002 * Bring together family/professional teams from 58 LEICCs to create 6 regional teams	*A team application was developed by the Parent-Professional Collaborative Forum for Leadership and Family Support. *A forum fact sheet was developed *A leadership forum for 9 state teams (parent- professional teams) took place on July 14-16, 2002 at the Best Western Sovereign Hotel in Albany, N.Y.
Pennsylvania had 6 participants May 2001	* Write up a plan * Share state team plan * Review & identify EI issues from self-assessment * Revisit plan, report back to SICC, * Revisit plan progress, address obstacles that surface, * Follow up with department progress	*The team returned home and sought support for their Action Plan. None was received. Minutes from the September 2001 ICC meeting on the state website indicate that the team leader presented some of the Institute information and materials. Several of the parent team members have completed their terms on the ICC.
Rhode Island had 6 participants May 2001	*Have a follow up meeting within 3 weeks * Expand leadership team * Refine workplan with full team * Prioritize activities based on refined workplan * Provide leadership training to full ICC & other interested parties	*An agenda was developed for leadership event *An evaluation was developed for the Parent Leadership Retreat *An ICC Parent Leadership Retreat took place October 9, 2001 for 80 parents. Agenda included Cassie Johnson doing True Colors, an activity to promote leadership.
Utah had 6 participants May 2002	*Programs refer at least one parent per county to Parent subcommittee (aka) VIP *Establish lead for 5 focus areas *Recruit, bring EI awareness ideas, program approach * Contact each program, build relations with providers	*Have taken leadership roles on four ICC committees, including legislative *Formalizing a parent committee *Establishing trainings for EI programs around the state to set up their own parent committees
Washington had 6 participants May 2001	*Develop a statewide system that supports families to educate and advocate with policy makers, elected officials & community partners *Develop a statewide community based coalition around early intervention & early childhood that is locally active and compromised of community groups & families *Coalition will focus on public policy, outreach, education & advocacy	*The state team has continued to develop: A)their statewide outreach, B)their statewide Conversations with Families, and C)their Family Retreat for underserved families. All of these add to better recognition of the Early Intervention program. The team has experienced some membership changes, but is rebuilding due in part to strong state program support. The project faculty member from Washington helps provide a strong relationship between her state team and this project.

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